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ABSTRACT

A project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs. Following a literature search, telephone interview instruments were developed and administered to school administration and support personnel within selected West Virginia mainstreamed vocational programs. The purpose of the interviews was to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided. Findings were reviewed by a task force of West Virginia vocational school specialists from across the state and a preliminary content outline was drafted: (1) vocational evaluation/remediation, (2) instructional support services, (3) guidance and counseling services, (4) job placement/follow-up services, and (5) special support services. The task force also reviewed the full working outline and the final draft. (The interview instruments for support personnel and administrators are appended. The product, "Supportive Services for Special Needs Students in Regular Vocational Programs," is available separately--see note). (LRA)

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Supportive Services for Special Needs Students in Mainstreamed Vocational Programs

FINAL REPORT

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This is a final report for a project conducted by National Evaluation Systems (NES) for the West Virginia State Department of Education, Bureau of Vocational, Technical and Adult Education to develop a manual entitled *Supportive Services for Special Needs Students in Regular Vocational Programs: Guidelines for Implementation*. The project was implemented in response to a Request for Proposal which identified a need to "develop guidelines which give direction to local school personnel in the implementation of supportive services for [the] special needs population participating in regular vocational education programs. Such guidelines should improve instructional strategies, teaching techniques, and curriculum materials so as to enhance the success of participating students."

In particular, those services to be included in the guidelines were to be those which might be provided as excess-cost additions to programs for regular students. The guidelines document was to include procedures for implementation, recommended personnel able to provide such services, competencies required, and specific materials, equipment, and/or facilities which might be needed in order to provide said services. The document was not, however, to be a policy guide, but rather present enough information to enable vocational educators to provide or improve the provision of supportive services.

"Supportive services" were defined as any type of highly individualized services provided to a special needs student to enhance that student's mainstreaming into a regular vocational program. Such services were to include those provided by the vocational instructor as well as those provided by other qualified personnel.

The document was developed through the following procedural steps:

(1) Literature Search
(2) Interviews of Personnel at Selected West Virginia Mainstreamed Vocational Programs
(3) Summary of Findings and Content Recommendations for Guidelines--First Task Force Meeting
(4) Development of Working Outline
(5) Review and Approval of Working Outline--Second Task Force Meeting
(6) Development of Draft Guidelines
(7) Review of Draft Guidelines--Third Task Force Meeting
(8) Finalizing Guidelines, Client Approval, Printing, and Delivery

Literature Search

An extensive literature search was made to establish what types of supportive services were being provided in mainstreamed vocational programs across the country, to observe which were elements of programs considered to be "exemplary," and to see *how* these services were provided in terms of personnel, facilities, materials, strategies, etc. A large variety of publications in the field was reviewed, well over 100 mainstreamed vocational programs across the country were contacted for first-hand information on the services provided in the programs, and an annotated bibliography of publications particularly appropriate to this study as well as a summary of the supportive service elements identified in active programs across the country were developed for review by the West Virginia project Task Force composed of vocational school specialists and experts from across the state.

Interviews of Personnel at Selected West Virginia Mainstreamed Vocational Programs

In addition to establishing an overview of supportive services provided special needs vocational students in programs across the country, a special focus was made on those services provided specifically in West Virginia programs. This information was critical in making the selection of content to be included in the guidelines pertinent to the needs and specifications of state programs.

Interview instruments (see Appendix) were developed for both school administrators and support personnel within mainstreamed vocational programs. The instruments were designed to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided.

Telephone interviews were conducted by NES staff, and personal interviews by Ms. Elizabeth Kendall of Marshall University. Personnel from the following programs were interviewed:

Cabell Adult Education Center
Carver Career and Technical Education Center

Fayette Plateau Vocational-Technical Center
Ben Franklin School
Gilmer County High School
Hampshire County Career Training Center
Andrew Jackson Junior High School
Stonewall Jackson High School
Lincoln Junior High
Arch M. Moore Vocational, Technical and Adult Center
PRT Vocational Technical Center
James Rumsey Vocational Technical Center

Most interviewees were highly supportive of this project, reporting that they often were unaware of the types of services provided in other similar programs across the state, many were unsure of just what the state expected them to be doing, and most felt that there was certainly a need for more services than were currently being provided and were interested in specific information on the services. Other indications of the need for a guidelines document were that some schools did not have adequate staff to provide all the services they would like to, and therefore would welcome and use a document that would describe services in enough detail to assist them in making alternate provisions for teaching and assisting their special needs students.

Summary of Findings and Content Recommendations for Guidelines--First Task Force Meeting

The first Task Force meeting was held on November 1 and 2, 1978 at the Capitol Complex in Charleston. The purpose of this meeting was to discuss the findings from the literature search and interviews and to develop a preliminary outline of the guidelines. Task Force members reviewed materials developed during the literature search and interviews. Taking into consideration the following:

- common supportive service elements in mainstreamed vocational programs both nationwide and within the state;
- services identified as lacking or needed in West Virginia programs;

- applicability and practicability of the services identified to the structure and goals of West Virginia vocational programs and their size, facilities, and staffing; and
- which, if any, of the identified supportive services could be considered regular program components of state vocational programs and which could be considered "excess cost" activities,

the following content outline was developed.

PRELIMINARY CONTENT OUTLINE

I. VOCATIONAL EVALUATION/REMEDIATION

A. Screening (for both handicapped and disadvantaged students in programs and those being considered for program entry)

1. Review of referral

2. Contact with referral source

3. Review testing

B. Assessment of Skills

C. Evaluations

1. Diagnostic

2. Vocational

3. Basic living skills

II. INSTRUCTIONAL SUPPORT SERVICES

A. In-Class

1. Personnel services

a. tutoring
b. lab assistants

c. student aids
d. mobility assistance lab

2. Classroom management, for example, modification of:

a. materials, equipment, facilities
b. teaching strategies
c. evaluation strategies
d. usage of time and scheduling
e. class size

B. Out-of-Class

1. Personnel services, for example:

a. speech and language
b. special education resource
c. reading
d. health

2. Instructional resource center

III. GUIDANCE AND COUNSELING SERVICES

A. Prevocational Counseling

1. Vocational evaluation

2. Career awareness

B. Vocational Counseling

C. Family Awareness

D. Referral Services

E. Coordination Process

IV. JOB PLACEMENT/FOLLOW-UP SERVICES

A. Job Survey (employer contact)

B. Job Development (modifying jobs to meet capabilities of employee)

C. Employer Counseling

D. Job Placement

E. Follow-Up

V. SPECIAL SUPPORT SERVICES

A. Transportation

B. Lodging

C. Stipends

D. Dependent Child Care

Development of Working Outline

Following the first Task Force meeting, the preliminary outline was greatly expanded into a detailed content outline showing all subtopics to be included in the final document and all major specific points.

Review and Approval of Working Outline

--Second Task Force Meeting

The working outline was presented to the Task Force and was discussed at the second meeting on January 4 and 5, 1979. The purpose of this meeting was to review the specific content of the outline in terms of content validity and inclusiveness. Task Force members made specific changes, additions, and deletions, and keyed the emphasis of the document to an audience of vocational instructors and secondarily to the program administrators. This was in contrast to the decision of the first Task Force meeting in which it was determined that administrators would be the primary users, vocational instructors the secondary users of the guidelines document. The decision to change the focus clarified the purpose of the guidelines and enhanced the revision process of the working outline so that the drafting of the guidelines would be highly directed and organized. The

outcome of this meeting was a revised outline that, when expanded, would become the finished product.

Development of Draft Guidelines

From January 8 through March 31, the revised working outline was expanded into a complete draft of the guidelines document. Information was tailored to the vocational instructor, and the document was formatted for easy reading and reference. All recommendations for changes in content and organization made at the second Task Force meeting were incorporated into this draft. Copies were forwarded to Task Force members one week before their final meeting.

Review of Draft Guidelines--Third Task Force Meeting

The third and final Task Force meeting was held on March 8 and 9 to make final changes in the draft before document completion. The document was reviewed page-by-page with participants making specific content changes as well as requesting more major changes to be made by NES following the meeting. Members were urged to make as many changes as desired so that the final document would be one which they and their fellow educators would be able to use. All participants indicated their satisfaction and enthusiasm that the completed document would be instrumental in increasing the effectiveness of vocational education for special needs students in West Virginia.

Finalizing the Guidelines

Following the final Task Force meeting the Guidelines were edited and all specific changes requested by the Task Force members were included. Upon receiving final approval from the Bureau of Vocational, Technical and Adult Education, the document was printed and delivered to the Bureau for statewide distribution.

APPENDIX

Interview Instruments

INTERVIEW INSTRUMENT--SUPPORT PERSONNEL

School _____

Name _____ Position _____

General Information

1. What type of students do you provide supportive services to?

   _____ Handicapped _____ Disadvantaged

   Further description: _____

   _____

Supportive Services

Descriptions and Objectives

2. *Identify* and *describe* in as *much* detail as possible, ALL supportive services you are responsible for providing to special needs students in your school.

   For *each*, answer questions 3 through 12.

3. a. What is the objective of each supportive service?

   b. What special needs of the students is each supportive service designed to remediate?

Implementation

4. Describe how one would go about implementing each of these supportive services.

5. Are any special funds needed?

6. Identify any special instructional materials required. (Or are regular materials used?)

7. Identify what facilities and equipment are required.

8. How many hours a week does the student receive this support; what is the duration of the service?

9. What specific teaching strategies, instructional techniques are used?

Personnel

10. What personnel are needed to provide each supportive service (i.e., reading specialist, work-study coordinator, resource teacher, special education teacher, media specialist, para-professional, outside professional, counselor, etc.) and what is the responsibility of each?

Cooperation between Teachers

11. What kinds of cooperative arrangements are necessary between the vocational teacher and the provider of the supportive service (if it is other than the vocational teacher)?

Staff Preparation

12. Is any special kind of teacher preparation needed (e.g., inservice training) to implement each supportive service?

Service Effectiveness

13. a. What is *most* effective about each supportive service you provide based on your experience, your observation of the students, and records of student progress and post-graduation success?

    b. Why?

Needed Improvements

14. What is least effective about each supportive service you provide?

15. What needs to be improved in each supportive service?

Other Services

16. Do you have plans to implement further supportive services? If so, what?

17. Do you perceive a need for supportive services other than those you currently provide? If yes, what?

18. Other comments: _____

INTERVIEW INSTRUMENT--ADMINISTRATOR

School _____

Name _____ Position _____

General Program Information

1. What type of students does your program serve?

   _____ Handicapped _____ Disadvantaged

   Further description (e.g., dropouts, juveniles, etc.): _____

   _____

2. Is your program:

   ____ Vocational ____ Pre-vocational ____ Post-Secondary

3. a. What are the objectives of your program?

   b. What special needs of your students is your program designed to remediate?

4. a. What types of student identification/assessment/ placement procedures does your program have?

   b. What kinds of improvements in the above would you like to see implemented?

5. a. What type of student evaluation procedures are used?

   b. What kinds of improvements in the above would you like to see implemented?

6. a. What job placement/student follow-up services does your program offer?

   b. What kinds of improvements in the above would you like to see implemented?

Supportive Services

7. *Identify* and *describe* in as *much* detail as possible, ALL supportive services provided to your special needs students.

   For *each* supportive service, answer all of the following, including questions 7-10.

   a. What is the specific objective of each supportive service?

   b. How does one go about implementing each supportive service?

   c. Are any special funds needed?

   d. Identify any special instructional materials required. (Or are regular materials used?)

   e. Identify what facilities and equipment are required.

   f. How many hours a week does the student receive this support; what is the duration of the service?

   g. What specific teaching strategies, instructional techniques are used?

   h. Other comments: _____

Personnel

8. What personnel are needed to provide each supportive service (i.e., reading specialist, work-study coordinator, resource teacher, special education teacher, media specialist, para-professional, outside professional, counselor, etc.) and what are the responsibilities of each?

Cooperation between Teachers

9. What kinds of cooperative arrangements are necessary between the vocational teacher and the provider of the supportive service (if it is other than the vocational teacher)?

Staff Preparation

10. Is any special kind of teacher preparation needed (e.g., inservice training) to implement each supportive service?

Service Effectiveness

11. a. Which supportive services appear to be the most effective (and advisable to implement) based on your experience, your observation of the students, and records of student progress and post-graduation success?

    b. Why?

12. a. Which appear to be least effective?

    b. Why?

Needed Improvements

13. What needs to be improved in your provision of supportive services to special needs students and how can these improvements be made?

Other Services

14. Do you have plans to implement further supportive services? If so, what?

15. Do you perceive a need for supportive service other than those you currently provide? If yes, what?

16. Other comments: _____

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